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ABSTRACT

One of three documents in a series, the pamphlet presents an overview of the children's re-education center program in Tennessee. The program involves the application of behavior change principles to emotionally disturbed elementary school children with behavior problems while the children reside at the residential facility for an average duration of 6 months. The program aims to change the child's behavior so that he can return to his normal life in the community and school. The child's problems are approached from educational, behavioral, and ecological viewpoints. Discussed are the referral procedure, the physical setting of the three Tennessee re-education centers, and the organization of a children's re-education center. Job descriptions and qualifications are noted for teacher counselors, diagnostician, aides, supervisory personnel, and principal. The individual child's curriculum is then explained to be adapted to his specific needs with emphasis on group counseling. Also noted are the school's efforts to consider all the influential factors within the child's educational environment and the schools' camping program. (See also EC 041 166-7.) (CB)

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THE CHILDREN'S RE-EDUCATION CENTER

AN OVERVIEW

RE-EDUCATION PROGRAM

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State of Tennessee

Department of Mental Health

THE CHILDREN'S RE-EDUCATION CENTER
AN OVERVIEW

Edited by

Steve Weinberg

January, 1971

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THE CHILDREN'S RE-EDUCATION CENTER
AN OVERVIEW

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INTRODUCTION

The Re-Ed program is growing rapidly, continually seeking to expand quality services for children and youth. It is committed to helping young people develop in the best possible way. The original concern of helping emotionally disturbed children continues to occupy Re-Ed's major interests. However, responsibilities are broadening, and Re-Ed is becoming increasingly committed to enhance the "mental health" of all children and not just those who are considered "emotionally disturbed." Indeed, many feel that the concepts and techniques developed and refined to help emotionally disturbed children have applicability to all children.

The concern in this paper will be to describe the original vehicle used to implement the concepts and techniques developed by Re-Ed to work with emotionally disturbed children -- the Children's Re-Education Center. There are three such schools in Tennessee operated by the Re-Education Program, a division of the State Department of Mental Health. These schools serve mildly to moderately emotionally disturbed children ages 6-13.

Though the Re-Ed schools differ in many respects, they are unified by a common philosophy. The philosophy of the Re-Ed program consists of the way chosen to understand and deal with the problems of "growing up," problems which, when severe, categorize a child as "emotionally disturbed." Re-Ed's views concerning these problems are certainly not the only ones, nor is Re-Ed staunchly committed to maintain them at the expense of what reality and experience teach. The Re-Ed program is a "constructive alternative" in dealing with the problem of emotional disturbance in children and youth. The philosophy has greatly influenced the program, but beyond that, experience with the program, its successes and failures, have influenced the philosophy. The approach of the program can be termed eclectic and pragmatic. Re-Ed believes in using whatever works, whatever provides solutions to the problem. It stands by no one technique, no one theoretical position to guide its program.

Before describing the Children's Re-Education Center, it might be useful to outline briefly the philosophy of the Re-Ed program as it relates to the functioning and operation of the three residential schools.

To aid in understanding and dealing with the problem of emotional disturbance, the problem has been approached from educational, behavioral, and ecological standpoints. Emotional disturbance is considered a behavioral phenomenon in which the youngster has learned behaviors which are unacceptable to significant individuals in his life. A young person's feelings, his emotions, are not thought to be isolated from his behaviors and the behaviors of others around him. Often the way a youth feels about himself and about the world around him is related to the way he behaves and to the responses which important people in his life make to his behaviors. A child who does not do well in the things he attempts to do and does not behave in a manner which others feel is proper will surely win the disapproval of the important people in his life, such as his parents, friends, teachers, siblings, relatives, etc. They often become angry with him, yell at him, give him poor grades on tests, tell him how stupid he is, laugh at him, and respond with a host of behaviors which lets the child know how they feel about his behaviors. It is no wonder that the child begins to feel bad about himself, begins to feel that the world is a cruel, hurtful place. People who mean so much to him have bad feelings about him, react to him in a negative way.

Re-Ed has conceptualized the problem of disturbed feelings as arising out of the interactions a child has with important people in his life. The child does not behave the way these important people want him to behave, expect he will behave, or demand he should behave. These important people are the "significant individuals." The problem is one in which the child behaves in a manner which is failing to meet the demands and expectations of the significant individuals in his life.

The child's unacceptable behaviors do not simply emerge from a vacuum. Like acceptable behaviors, they are learned in much the same manner as the child learns to tie his shoe. The child is shown what to do (given an example). He is told to do the same thing (presented a demand). And he is told "That's right" if he makes the correct response or "No, that's not right" if he fails to do as requested. While this example is a simplification of a complex process, most learning proceeds in a similar fashion, whether it is learning to kick a can, be quiet in the classroom, pass an English test, or behave at the dinner table. The child in a given situation behaves in some manner (either at random or on request), his behavior is followed by approval, disapproval or is ignored; and by such consequences the child learns how to behave in that situation.

To convey Re-Ed's idea of emotional disturbance, a particular terminology has been developed. Rather than calling the child emotionally disturbed, he is called "behaviorally disordered" or "behaviorally handicapped." A child is labeled "behaviorally handicapped" as a result of a judgment which others make about his behaviors. There are two dimensions on which all judgments about a child's behaviors can be made. The first dimension is that of competence/incompetence which refers to all those behaviors which we commonly call skills and abilities. A behaviorally handicapped child is one who evidences a pattern of imcompetent behaviors. He does poorly in school work, is not physically adept, has poor social skills, or generally demonstrates lack of skillfullness in doing various tasks. The other dimension is that of appropriateness/inappropriateness which refers to all those behaviors which can be considered either right or wrong, proper or inproper. A behaviorally handicapped child is one who evidences a pattern of inappropriate behaviors. He does not behave properly, does not follow rules, does not cooperate with peers or adults, breaks the law, or generally behaves in a manner which is inappropriate or socially unacceptable in many

situations. Whether a behavior is competent or appropriate or incompetent or inappropriate is a judgment made relative to the demands and expectations of the person making the judgment. If the child's behavior meets the demands and expectations that exist for him, those behaviors will be competent or appropriate; those behaviors which fail to meet these demands and expectations will be considered incompetent and/or inappropriate.

Ecology, support, structure, and reinforcement are four additional terms which Re-Ed employs to understand and deal with the problem of behaviorally handicapped children. The child is conceived as being a part of a small social system composed of his family, his school, his peers, his church, etc. More specifically, this social system, called the ecology, is composed of all the interactions the child has with the world around him. A child's behaviors are learned through the supportive interaction which the individuals in his ecology provide for his behaviors. A child's behavior is supported when the individuals within his ecology make it attractive for the child to repeat a given behavior in a given situation. These individuals make the behavior attractive if they follow the child's behavior with approval, something tangible which the child likes (e.g. candy, toy) or in some way respond to the child in a manner which is satisfying to him. When the consequences of the child's behavior are satisfying to him, his behavior is said to be "rewarded" or "positively reinforced." If the child receives rewards following his behavior, he will probably repeat that behavior again in the same or in a similar situation. A behavior which is consistently performed in a given situation, is said to be learned. An individual who is instrumental in fostering the behavior being repeated is said to support that behavior. In a similar fashion, some of the child's behaviors are not supported; following the behavior, individuals in the child's ecology respond with disapproval, punishment, or they simply ignore it. When this happens, the child learns not to behave in that fashion in that situation. It is only through the interactions the child has with individuals in his ecology that his behaviors are supported or not supported, that he learns to behave or not to behave in a given manner. In most cases, a child who behaves incompetently and inappropriately has learned to behave in a manner which is not meeting the expectations of individuals in his ecology; the child is receiving support for his incompetence or inappropriateness. It is also true, however, that a child who does not behave competently or appropriately simply may not have learned the competent or appropriate responses: he is not receiving support for competent or appropriate modes of behaving.

The concept of structure also plays an important role in understanding and dealing with behaviorally handicapped children. Structure refers to the conditions (what, where, when, how, how well) under which we expect a given behavior to be performed. A child is not merely expected to take a test in school (what) but in his seat (where) at the appointed hour (when), quietly without disturbing others (how) and with a certain grade, for example "A" (how well). Failure to meet any of these conditions can result in failure to meet the demands and expectations concerning the task of test-taking. The importance of structure for a child is that often, while he can succeed in the task if it is structured in one way, he will fail to succeed if it is structured in another way. A classic example of this is the case where a child is expected to put together a 50 piece plastic model from a diagram so complicated and poorly designed that the child is doomed to failure. If the diagram included 50 sets of instructions, one for each piece, the child would probably have much less difficulty putting the model together. Likewise, if all tasks were structured such that they were broken down into small steps where the child could succeed in each step, he would have little difficulty in accomplishing them.

In looking for explanations of the ways in which a behaviorally handicapped child fails to meet the demands and expectations of those around him, it is necessary to look closely at the ways in which tasks are structured. It is also necessary to determine how tasks can be structured to enable the child to succeed to meet the demands and expectations which exist for his behaviors.

An essential component of the Re-Ed philosophy is that a behaviorally handicapped (emotionally disturbed) child is one who consistently fails to meet the demands and expectations which significant individuals in his ecology have for him. The child evidences many incompetent and inappropriate behaviors. While the child is failing to meet the demands and expectations of these individuals, it is they who are supporting his unacceptable behaviors by rewarding incompetent and inappropriate behaviors or by demanding and expecting him to perform tasks which are poorly structured.

A major goal of the Re-Ed school is to enhance the child's competent and appropriate behaviors. It does this by providing the child with opportunities to behave in a manner which meets the expectations and demands of significant individuals in his ecology, and supporting these behaviors once they are performed. The Re-Ed school accomplishes this through a five-day-a-week, 24-hour-a-day, residential school setting. In addition to changing the child's behaviors, the child's support system is changed by working closely with the significant individuals within the child's ecology. Unless the responses which these significant individuals make toward the child -- the responses which initially supported his incompetent and inappropriate ways of behaving -- are changed, any changes in the child's behaviors made through the Re-Ed school will quickly dissipate once the child returns to his ecology. Thus, the Re-Ed school makes a two-fold effort: (1) to enhance the competence and appropriateness of the child, and (2) to effect changes in the child's ecology so that the child's developing competent and appropriate behaviors are receiving support.

The remainder of this paper is devoted to a description of how the Re-Ed school accomplishes the above objectives. It is a description of the three Children's Re-Education Centers in Tennessee. However, it is important to keep in mind that a Re-Ed school is flexible. Few descriptive statements about such a school are likely to be totally true for all or even most of the three individual schools. Flexibility is part of the Re-Ed philosophy. The needs of the children enrolled in a Re-Ed school and the skills and resourcefulness of the staff will dictate its exact character. At any given time, on any given day, the efforts of the school staff to meet the needs of the children will ultimately be the most accurate description. It is Re-Ed's conviction that a school which is not meeting the growing, developing, and changing needs of a child with the growing, developing and changing knowledge, ideas, and techniques for meeting these needs will not be able to do its best job. The following overview is intended to give a brief, technical understanding of the Children's Re-Education Center in skeleton form. The purpose of this overview is to enable the reader to grasp the essential "idea" of a Re-Ed school, keeping in mind that it is a "becoming" institution which is constantly changing to meet the needs of emotionally disturbed or behaviorally handicapped children.

WHO DOES A RE-EDUCATION SCHOOL SERVE?

A Children's Re-Education Center serves mildly to moderately "emotionally disturbed" children ages 5 years - 6 months to 13 years - 6 months at the time of referral. There are three such schools in Tennessee operated by the Department of Mental Health:

Cumberland House Elementary School
3409 Belmont Boulevard
Nashville, Tennessee 37215

Children's Re-Education Center
Moccasin Bend Hospital
Moccasin Bend Road
Chattanooga, Tennessee 37405

Children's Re-Education Center
Tennessee Psychiatric Hospital & Institute
865 Poplar Avenue
Memphis, Tennessee 38105

The category of "emotionally disturbed" is broad and tends to be ill-defined. The children who are accepted at a Children's Re-Education Center are more properly defined as those children whose behaviors strongly run into conflict with the expectations of their parents, school, and community and for whom no alternative community service is available. Ultimately, whether a given child will be enrolled is left to the discretion of the Principal and Admissions Committee of each school. The following broad guidelines are used in determining whether a child is appropriate:

1. Emotional Disturbance: the child's parents, school and community feel that the child is a behavior problem and can benefit from the services of a Re-Educational residential school placement.

2. Age: the minimum age accepted at a Children's Center at the time of referral is 5-6 and the maximum age is 13-6.

3. Learning Potential: Any valid evidence for normal potential is taken into consideration.

4. Physical Handicaps: Children with physical handicaps which appear to be major contributing factors in their adjustment pattern would be considered appropriate for the Re-Ed setting only if such handicaps were "correctable."

5. Prognosis: Acceptable candidates are mildly to moderately disturbed children who can profit from short-term educationally and behaviorally oriented programming in a relatively open group setting and for whom projected community planning relative to school placement is already in progress.

In addition to the above general criteria for acceptance, enrollment in a Re-Ed school is contingent upon:

1. A physical examination by a qualified physician within one week prior to admission.

2. An available, appropriate grouping in the Re-Ed school.

3. Mutual cooperation of the parent or guardian, the community agent or agency who referred the child to the Re-Education Center, the local school system where the child is attending school, and the Re-Education Center.

REFERRAL PROCEDURE

Before a child is ever referred to Re-Ed, a long chain of events has taken place. For some children a temporary dislocation in the home or school has precipitated unacceptable behaviors and a crisis situation developed which has left his family, school, and community short of immediate solutions. For other children, a long history of inappropriate behaviors has tried the patience of home, school, or possibly legal authorities, and the "last straw" has finally broken the backs of those adults who bear responsibility for the child. In either case, desperation seeks solutions and the child is brought to the attention of community agents (public school services, community mental health center, psychologist, psychiatrist, minister, legal authorities, pediatricians, etc.) for help. It is at this point that Re-Ed usually enters the picture and is called upon as a possible resource.

Below is an outline of the referral procedures beginning at the juncture in time when the community agency or agent contacts Re-Ed for information.

Step 1: Inquiry Contact. Agency contacts the Re-Education Center (usually phone contact) to determine what services it offers, what type of child it accepts, the cost of services, and any other information regarding referral. The Liaison Supervisor (see section four) screens the request, answers questions, and supplies requested information. If at this point both the agency and Re-Ed feel that referral might be appropriate, the agency is requested to provide or have provided the following information:

a. Social history
b. Any valid evidence of intellectual functioning
c. Formal referral letter which includes the projected planning by the agency
d. Application (filled out by parents)
e. School questionnaire (filled out by school teacher)
f. Referral Agency Home Rating form

NOTE: A "walk-in" referral procedure is currently being instituted. By such a procedure it will be possible for parents to directly contact the Re-Ed school to obtain information or assistance, or to initiate referral of their child. It will also be possible to enroll a child immediately in situations which warrant such speedy action.

Step 2: Admissions Committee Meeting. Once all of the required information is obtained by the Re-Ed school, the Admissions Committee, composed of the Principal, Liaison Supervisor, Curriculum Supervisor, Night Supervisor, and any other individuals felt appropriate (consultants, team members) meet to discuss and decide upon the application.

NOTE: Occasionally, the information presented at this meeting may be insufficient and/or too dated to allow a proper decision. In these cases, the Admissions Committee may decide to have additional information collected, such as observational information. If the Liaison Teacher-Counselor who will be working for the child is known at this time, he will be responsible for collecting this information and making the needed observations. If no Liaison Teacher-Counselor has been assigned, the Liaison Supervisor will carry out the task.

Step 3: Agency Contact. If admissions is appropriate and a final decision made, the Liaison Supervisor contacts the referring agency to inform them of the Admissions Committee decision and to arrange for an enrollment date.

Step 4: Home, School and Agency Visit. The Liaison Teacher-Counselor assigned to the child's case visits the child's home, school and the referring agency to interview significant individuals presently involved with the child's situation. The purpose of these visits is to determine pertinent information relevant to the child's present situation at home and in the school, and to determine the nature and extent of the referring agency's involvement and planning with regards to the child and his family.

Step 5: Diagnostic Testing. Within two weeks prior to or shortly after enrollment. the child receives an extensive battery of diagnostic testing to determine the nature and extent of his learning strengths and deficits. Testing is generally done in the following areas:

a. Motor development
b. Perceptual development
c. Language skills
d. Quantitative skills

Step 6: Reimbursement. Shortly prior to enrollment, the parents, through the liaison department meet with the reimbursement officer in the business office of the school to agree upon a monthly fee. The expense of re-educating a child is born in part by the parents and in part by the State of Tennessee. Parents are charged a fee on a sliding scale based on their ability to pay. Rarely, if ever, does a parent pay for the total re-education of their child.

THE PHYSICAL SETTING

The physical settings of each of the three Children's Re-Education Centers are as different from each other as they are similar. One school is located in downtown Memphis, another in the suburbs of Nashville, and the third on a 400 acre tract outside of the city of Chattanooga. Two schools are very modern structures while the third is housed in several rennovated houses. Each setting has its advantages and disadvantages and in many respects the different natures of the settings lend a different "flavor" to each of the Re-Education schools and defines some of its possibilities as well as some of its limitations.

Ideally, a Re-Education Center provides self-contained dormitories where the children can eat, sleep, play, and study together; classrooms similar in feature to those they will encounter once they return to regular public school; and playground facilities where they can channel their abundant physical energies into games and activities and find joy in physical experiences. Also, the school should be situated in the type of surroundings from which the children come, which is, in most cases, urban or suburban settings.

Below is a brief description of the physical setting and facilities of the three residential Re-Education Centers:

CUMBERLAND HOUSE ELEMENTARY SCHOOL: Located 4 miles from downtown Nashville in a residential area, Cumberland House Elementary School (C.H.E.S.) is situated very near to several universities, and colleges which provide the school with many able staff and access to the ideas and discoveries of many prominent psychologists and educators. It was out of this climate that the idea of Re-Ed originated and that CHES was established as the first Children's Re-Education Center.

Two small buildings provide two classrooms each. A third building provides the fifth classroom, as well as the school cafeteria. Between the classrooms in the two small buildings is an observation room from which visitors and staff can observe the classes through one-way mirrors. Each of the four classes in the two small buildings has a "time out" room which is used frequently for independent work or study.

A large remodeled house provides the offices of the Principal, Liaison, Curriculum, and Night Supervisors, and the offices of the Liaison Teacher-Counselors and the Diagnostician. Contained in this building also are the business offices and staff, a conference room, and a room for curriculum materials.

There are three modern dormitories on the campus grounds, two of them being two-story structures housing two groups of children while the third, a single story building, houses one group of children. Each dormitory unit has single and double rooms, an eating area, a living and study area, a quiet room, and toilet facilities. The living area is equipped with reading material, study materials, a television set, and a record player.

Arts and Crafts activities, which are a daily part of the curriculum, are provided in a small building on campus. Recreational facilities consist of: a small basketball court, which, in addition to basketball, is used for trampolene activity and other games; several acres of open land where the children can run, play baseball and football, etc.; and various playground equipment (swings, monkey bars, seesaw, etc.). Physical education classes are held on the basketball court, on the grounds of the campus, at local recreation center gymnasiums, and at the local Boys Club facilities (mainly for swimming classes). The Center is designed to accommodate a maximum of 40 students.

CHILDREN'S RE-EDUCATION CENTER/CHATTANOOGA: Located on the grounds of the Moccasin Bend Psychiatric Hospital, CRC/C is situated at the foot of Lookout Mountain in the flat surrounded by the bend of the Tennessee River and is just a few minutes from downtown Chattanooga. Its ultra modern plant, completed in 1967, stands as a realization of the best thinking of special educators and other mental health professionals in providing an ideal residential-educational school for emotionally disturbed children.

All classrooms, dormitories, and offices as well as an arts and crafts classroom, gymnasium, library, and cafeteria are contained within the one building. Observation rooms with sound systems and one-way vision mirrors are located throughout the facility. Four classrooms serve four groups of children. Each classroom is well equipped with the most up-to-date materials to teach and serve children. Bulletin boards, blackboards, partitions (to cut down on distraction), individual desks, closed circuit television cameras and bathroom facilities are found in each classroom. Each dormitory has cooking, living, bathroom, and sleeping (four rooms with 2-4 children in each room) facilities. In addition to recreational facilities located on the campus grounds, the children utilize the swimming facilities of the Moccasin Bend Psychiatric Hospital. All children eat together (with their own group) in the one large cafeteria. The Center is designed to accommodate a maximum of 48 children.

CHILDREN'S RE-EDUCATION CENTER/MEMPHIS: Located in the heart of Memphis adjacent to the Tennessee Psychiatric Hospital and Institute, CRC/M is an ultra modern plant designed to provide maximum efficiency for education, recreation, and residence of 32 children.

A spacious multi-purpose area functions for dining and recreation. A conference room, training center, kitchen, offices, and living quarters surround the

multi-purpose area. An arts and crafts classroom, a physical education center, and two classrooms for academic work constitute the educational wing.

All classroom and recreation facilities are equipped with one-way mirrors and sound systems for staff training, team teaching and student observation.

Two twelve passenger vehicles are provided in order to introduce the students to community swimming pools, recreation centers, parks and museums.

THE ORGANIZATION OF A CHILDREN'S RE-EDUCATION CENTER

The organizational structure of a Children's Re-Education Center is an outgrowth of that school's efforts to accomplish its objectives. It will be determined, in part, by the needs, problems, and facilities which that school has in fostering the mental health of the children enrolled there. Since each school is, in many ways, an autonomous entity, its structure will also be determined by the biases of the individuals who are in a position to experiment with and change the organizational structure to best serve the children. To varying degrees, all professional staff members at each school are in a position to alter the structure. The description which follows is, therefore, over-simplified. Since each Children's Re-Education Center is continually experimenting and changing, a description must also be somewhat inaccurate, if not at the time the description is written, it may be so by the time it is read. Hopefully, the following description will be detailed and truthful enough to convey the general operating framework within which the staff members of the three residential schools work to help emotionally disturbed children.

The organizational structure is built around and focuses upon the group. Every child enrolled in a Re-Ed school is placed into a group according to criteria like age, sex, nature of academic and behavioral problems, and level of functioning. The children are at the top of the service structure and are served in the unit of the group. All staff members function to directly serve the children within those groups and/or to provide supportive services to those who work directly with the children. Thus, the Center's structure is one of a network of supportive services with the ultimate goal being that of supporting the academic and behavioral development of the children. Figure 1 is a diagrammatic representation of this network.

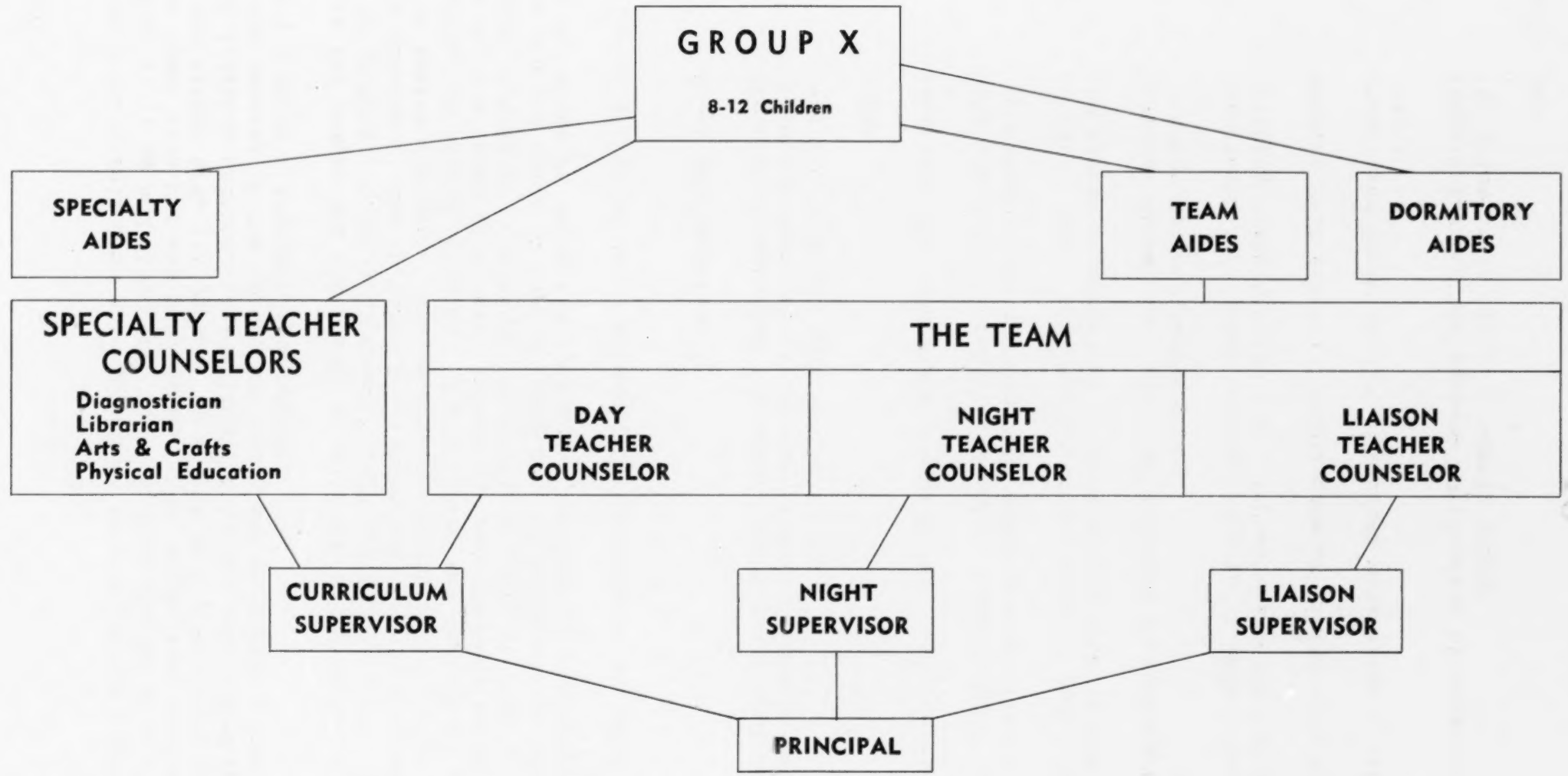

Figure 1. Diagrammatic representation of the service structure at a Children's Re-education Center.

THE GROUP

Each child enrolled in a Re-Ed school is a member of a group. Except for individual tutoring and diagnostic testing every minute of a child's stay at Re-Ed is spent with his assigned group. The child eats, studies, goes to class, plays, and sleeps with his group. Re-Ed believes that close group living provides a potent learning setting. Aside from the social learning that can take place within the context of the group, the group can be a viable instrument for fostering a child's academic development.

Both the number and the actual size of the group varies from one Children's Center to another. Cumberland House Elementary School (CHES) has five groups of eight children. The Children's Re-Education Center in Chattanooga has four groups of twelve children. The Children's Re-Education Center in Memphis has three groups of twelve children. The children are grouped by age though in some cases a child's level of social, emotional, and academic functioning determine his actual placement. Currently the youngest group at CHES (6-8) and at CRC/C (6-9) is a mixed group of boys and girls. All other groups at CHES and CRC/C as well as all those at CRC/M are composed of either all boys or all girls.

Below is a typical day's schedule for a group of children in a Re-Ed school:

7:15	Dress and breakfast
8:00	Structured classroom - academic program and appropriate classroom behavior stressed (self-contained classroom for each group with varying academic functioning levels).
12:00	Lunch
12:30	Free time (TC team plans - usually an unstructured situation)
1:00	Arts and Crafts - pottery, painting, chalk, wood crafts - emphasis on broad exposure to various media and specific skill acquisition.
2:00	Library - skill acquisition in the area of communication and expression, emphasize enjoyment of literature and library environment.
3:00	Physical Education - clinical approach to remediate, develop and enhance motoric competencies.
4:00	Team Teaching - group activities with TC team - unit study, role-playing, unstructured play, formal class (Social Studies, Science).
5:00	Evening meal (central dining room or living unit dining area)
5:30	Structured group and/or individual activities - trip (movie, skating, etc.)
8:00	Prepare for bed and pow-wow (discussion of behavior during the day - in relation to specific weekly goals)
9:00-10:00	Bed

Week begins - Sunday evening, 5:00-6:00 p.m.
Week ends - Friday, noon

The week in a Children's Re-Education Center begins on Sunday evening after the children return from their weekend home visit. The Sunday evening's schedule provides an opportunity to get the children adjusted to coming back to the Center after a weekend that may have ranged from one of extreme emotional excitement and joy to a series of totally non-productive emotional upheavals both for the child and his family. The children may watch television, play games, evaluate their weekend visit, take showers, eat a snack, and go to bed.

The weekly and daily schedule is flexible enough to allow the group to pursue anything which has them highly motivated and interested and which can be an opportunity for them to engage in a learning experience which can further their own individual development. Once or twice a week the group sets aside time during the evening to be used for a group trip or outing. Usually, the opportunity to go on this trip is contingent upon the past weeks performance of each child and how well the child has met the goals he had set for himself at the beginning of the week. In one Re-Ed Center the week's activities culminate in an awards assembly which gives recognition to those children who have done exceptionally well during the week. Before or shortly after lunch on Friday the children go home to their families for the weekend where both they and their families have an opportunity to test the skills and behaviors they have learned during the week.

THE FRONT LINE

The "front line" in Re-Ed refers to all those who work either directly with the child or with his family, school, and community. The core staff unit in a Re-Ed Center is the Team. In addition to the several Teams, the front line staff includes an Arts and Crafts Teacher-Counselor, a Physical Education Teacher-Counselor, a Library Teacher-Counselor, and a Diagnostician. These four teacher-counselors are called Specialty Teacher-Counselors. The last group of front line personnel is the Aides. There are three types of aides -- Dormitory Aide, Team Aide, and Specialty Aide -- who function to assist the Teacher-Counselors in working with the children.

THE TEAM

The Day and Night Teacher-Counselors have the primary responsibility for each of the children within their group. It is they who work intimately with each child and with his group in helping the child to develop more productive social, academic, and physical behaviors. The Day Teacher Counselor (DTC) works from 8:00 a.m. to 5:00 p.m. each day, while the Night Teacher Counselor (NTC) works from 1:00 p.m. to 9:00 p.m. This schedule allows for the complete supervision and guidance of the child from the time he enters the classroom in the morning until the time he goes to bed each night. The overlap of time during which both TC's are at the center provides time for team meetings, curriculum planning, and team teaching. The NTC begins his week on Sundays at

5:00 p.m. when the children return to the Center from their weekend at home and end on Thursday evening. The DTC begins his week on Monday morning and continues through to Friday afternoon.

Unlike the DTC and NTC, the Liaison Teacher-Counselor seldom works directly with the child. Instead, the LTC works with the child's family, school, and community in the interest of the child. The LTC's working hours are from 8:00 a.m. to 5:00 p.m. Monday through Friday. Below is an outline of the duties which are common to the three team members:

1. To review initial diagnostic and casefolder information and from interview information with the child's home, school, and the referring agency to determine the child's strengths and weaknesses as well as the strengths and weaknesses of his ecology and establish goals for the child's future development as well as goals for needed changes in the child's ecology.

2. Through weekly team meetings, to establish a curriculum for each child within the group designed to remediate academic and behavioral deficits, and to establish a program to work with the child's family, school, and community designed to make the changes needed which will enable the ecology to support the healthy development of the child.

3. To periodically review the progress of each child and his ecology and to make such revisions in the curriculum and the program for working with the ecology as indicated by the then present strengths and deficits both in the child and the ecology.

4. To participate in and conduct parent education classes with the parents of the children within his group.

5. To participate in team, staff, and specialty meetings.

6. To seek the consultation services of the staff consultants and any other community professionals to help provide the most beneficial program for each child within the group.

7. To participate in all in-service training.

8. To assist in the collection of research data and to help provide visitors with an orientation to the aspects of a Re-Ed school concerning his role to the extent that such assistance does not interfere with the classroom routine or the re-education of the children within his group.

As duties are held in common, so too are most of the qualifications of the team members. Below is an outline of those qualifications which are common to the DTC, NTC, and LTC positions:

1. Education and Experience: Graduation from an accredited 4-year college or university; preferably a masters degree in special education-emotional disturbance or a related field with participation in an extensive training orientation program at a Children's Re-Education Center.

2. Knowledge and Abilities: Thorough knowledge of the area of education of emotionally disturbed children; of the fundamentals of school organization

and administration of modern educational theory as related to special education.

Ability to relate openly and warmly with children and to plan meaningful experiences for skill development, behavior modification, attitudinal change and the development of warm interpersonal relationships with adults and peers.

Ability to work as a member of a team and to cooperate effectively with all the other professionals and with parents who are involved in the child's situation.

DAY AND NIGHT TEACHER-COUNSELORS

The DTC is supported by the Curriculum Supervisor. The NTC is supported by the Night Supervisor. In addition to the duties common to the three team members, both the DTC and NTC are responsible for engaging each child in their group in an individually tailored curriculum through classroom and extra-classroom activities. The qualifications for the DTC and NTC positions are those as listed above.

LIAISON TEACHER-COUNSELOR

The LTC is supported by the Liaison Supervisor and is responsible for carrying out the liaison functions in the interest of the children in a specified group at a Re-Ed school. Examples of his duties which are in addition to those of the Team duties listed previously are as follows:

1. To maintain a casefolder on the child which includes all pertinent information regarding him and his ecology at the time of his referral and to record and file all subsequent information regarding his case.

2. Prepare appropriate reports on the individual children within his group as required for an adequate record of the LTC's work.

3. To acquire initial observational and interview information through personal visits to the child's home, school, and the referring agency prior to the child's enrollment.

4. To implement the program developed by the Team to work with the child's ecology in an effort to change it just enough that it will support and continue to support the child by providing him with an environment in which he can grow and mature in a healthy fashion.

5. To coordinate the efforts of the individuals in the child's ecology working for the child (parents, school, agency, etc.) with the program developed for the child at the Re-Ed Center and with each other through conferences, and other planning and communication processes.

6. To establish vehicles for the free flow of information between the Re-Ed school and those individuals in the child's ecology working on his behalf.

7. To establish liaison between the Re-Ed school and public schools, private schools, community agencies (mental health, child welfare, etc.) for the purpose of interpreting Re-Ed -- its philosophy and program both in general and specific terms.

8. To foster the prevention of emotional disturbance, or at least the early detection of such, by stimulating public awareness of healthy child-rearing and educational procedures and by promoting an increased understanding of the emotionally disturbed child by the community.

The qualifications for the LTC position which are in addition to those common to the three team members are as follows:

1. Education and Experience: Preference is given to individuals who have had elementary school training, successful teaching experience, and/or experience in working with parents and community professionals.

2. Knowledge and Abilities: Thorough knowledge of the methods and techniques of compiling and disseminating educational information; of the organization and administration of mental health facilities; of the use of principles of group dynamics; of the techniques of interviewing.

   Ability to deal tactfully with the public and co-workers; to exercise good judgment in evaluating situations and in making decisions; to record and express ideas clearly, concisely and convincingly; to translate and integrate psychological and educational material.

SPECIALTY TEACHER-COUNSELORS

While the Specialty Teacher-Counselors do not have the over-all responsibility for the children within each group at the Re-Ed school, they do provide an extremely valuable source of interaction for the children both in academic and non-academic learning activities. Through coordinated communication with the regular team members they help to carry out the curriculum planned by the team and to further the development of the children through such activities.

Specialty Teacher-Counselors work from 8:00 a.m. to 5:00 p.m. Monday through Friday. The majority of their day is spent with the children in specialty classrooms; part of the day is spent in meeting with the team members and in curriculum planning. Below is an outline of the duties and qualifications of the four Specialty Teacher-Counselors:

Diagnostician: The Diagnostician is supported by the Curriculum Supervisor. The duties of the Diagnostician are:

1. To administer an extensive battery of tests to the child prior to or upon enrollment, during enrollment at the request of the Team, and prior to termination in order to determine the child's level of academic functioning, and his learning abilities and disabilities.

2. To interpret the diagnostic information resulting from such a battery and to make appropriate suggestions as to the type of programs that might be successful in remediating the child's academic deficits and fostering

the child's normal academic progress.

3. To evaluate the child's learning style as it relates to the Re-Ed process.

4. To make these suggestions in a formal report easily interpretable and to pass them on to those who will be working with the child in the immediate future.

5. To provide individual tutoring for those children requiring special remedial help in academic areas.

6. To participate in all staff meetings and in-service training.

The qualifications of the Diagnostician are as follows:

1. Education and Experience: Graduation from an accredited four-year college or university and participation in an extensive training and orientation program at a Children's Re-Education Center. Experience in the administration and interpretation of the various standardized tests used to determine academic functioning and pre-requisite skills for learning. Preference is given to graduates of a Masters degree program in special education-emotional disturbance or one in the area of educational testing-learning disabilities.

2. Knowledge and Abilities: Thorough knowledge of testing, test procedures, and the interpretation of tests is preferred; of the elementary and junior high school curriculum and the logical sequence of the subject matter of the curriculum by grades; of learning disabilities and the remediation of such.

   The ability to evaluate the child's records and any other information about the child with respect to their relevance to the diagnosis of his academic functioning.

   The ability to recognize the need for further diagnosis and to select the appropriate instruments for such diagnosis.

   The ability to record relevant data, to translate diagnostic findings into suggested recommendations for teaching methods and materials.

   The ability to select appropriate tests for re-evaluation when further program modifications seem indicated or at the time of discharge; and to make final reports that will be relevant to the LTC in school placement and also usable for ongoing research.

Each of the remaining three Specialty Teacher-Counselors is supported by the Curriculum Supervisor. Since the qualifications and duties of each is very similar, they will be treated together. The following is an outline of the duties of the Arts and Crafts, Physical Education, and Library Teacher-Counselor:

1. To design and execute a program respective to their specialty which is, as much as possible, an extension of the curriculum developed for each

child in each group and one which utilizes the creative, physical or audio-visual-written media respectively to foster the development of each child along the lines of the goals of the re-education program and the goals set individually for each child.

2. Through specialty team meetings to provide feedback to the Team members about the progress of each child any other information about him which may have relevance to future educational planning for the child.

3. To organize and maintain the materials and supplies utilized in the crafts shop, physical education program, and library respectively.

4. To broaden the skills and abilities of the children through their exposure to non-academic materials and activities.

5. To function in a tutorial capacity for those children whose ability indicates the need for special, individual help.

The qualifications of the Arts and Crafts, Physical Education, and Library Teacher-Counselors are as follows:

1. Education and Experience: Graduation from an accredited four-year college or university majoring in education and/or a field relevant to their specialty. Preference is given to those individuals with a Masters degree in special education-emotional disturbance and/or in the area of their specialty. Preference is given to those individuals who have had experience working with normal and/or special children in the area of their specialty or as a regular classroom teacher. Participation in an extensive training program at a Children's Re-Education Center.

2. Knowledge and Abilities: Thorough knowledge of the area of the education of emotionally disturbed children; of the fundamentals of school organization and administration; of modern educational theory as related to special education; of the area of their specialty and the use of various materials and activities to remediate deficiencies and to foster the normal development of children.

   Ability to relate openly and warmly with children and to plan meaningful experiences through their respective programs for skill development, behavior modification, attitudinal change, and the development of warm interpersonal relationships with children and adults.

   The ability to work as a team member and to cooperate effectively with all those working on the behalf and in the interest of the child.

   The ability to evaluate the progress and behaviors of a child and to convey these evaluations thoroughly, clearly, and concisely to the other staff members working with him.

   The ability to establish a program respective to their own specialty which is consistent with the goals for each child as established by the team.

AIDES

The staffing pattern of aides is not standard for each of the three Children's Centers. Cumberland House Elementary School uses only Dormitory Aides; however, group size is only eight, which allows for a much smaller ratio of children to teacher-counselor than found at the other two Centers. The Children's Re-Education Center in Chattanooga, whose group size is twelve, uses an aide for each of the specialty teacher-counselors except the Diagnostician, and a Team Aide for each team. The Children's Re-Education Center in Memphis, whose group size is also twelve, does not have Specialty Aides; however, each team member except the Liaison Teacher-Counselor has one aide to assist him in the classroom. All schools have Dormitory Aides.

All aides function mainly to assist one or several teacher-counselors in working with the children. Their working hours vary at each Center. Specialty Aides at CRC/C work from 1:00 to 9:00 assisting the Specialty TC until 5:00 and then assisting the NTC from 5:00 until 9:00. The Library Aide works from 8:00 a.m. until 5:00 p.m. All Team Aides work from 8:00 a.m. until 5:00 p.m. At CRC/M the Team Aides work mainly with the Day Teacher-Counselor from 8:00 a.m. until 5:00. Dormitory Aides at each of the Centers are "on call" from 5:00 p.m. to 8:00 p.m. They work from 8:00 p.m. and stay with the children during the evening and morning hours until 8:00 a.m. the next day.

Aides are usually the same caliber of person as the teacher-counselors; however, they lack the necessary educational background and experience to be teacher-counselors. In most cases the aides are college students completing their undergraduate degrees in education or some field related to the work they are doing with the children.

All aides are salaried. The Dormitory Aide, usually a college student pursuing a degree in education or special education, receives room and board in addition to a small salary. Below is an outline of the duties and qualifications of the three Aides:

Team Aide and Specialty Aide: The Team Aide is responsible to and supported by the three Team members; the Specialty Aide is assisted by and responsible to the Specialty Teacher-Counselor to whom he is assigned. Both aides are responsible for assisting the Team members or Specialty Teacher-Counselor respectively in planning and executing a program for each child within their group. Below is an outline of the duties of the Team and Specialty Aides:

1. To act as an extension of the teacher-counselors they work with, in their absence and in their presence.

2. In the absence of the teacher-counselor to be responsible for the physical health and medication of the children (Team Aide only).

3. Under the guidance of the teacher-counselor to assist in helping the group to engage in creative and constructive activities, in planned programs of recreation, work, and study.

4. To assist the teacher-counselor in preparing curriculum materials and occasionally engaging in special tutorial assignments.

5. To interact with the children in a manner which is consistent with the curriculum devised for each child and which fosters the child's development toward the goals set for him by the Team.

6. To participate in regular meetings which are specifically designed for training in skill acquisition and behavior management techniques.

The qualifications for the Team and Specialty Aides are as follows:

1. Education and Experience: Graduation from a standard high school. Preference is given to those individual's who have had some college education or who are currently attending college and/or who have had some experience in working with children, either normal or special.

2. Knowledge and Abilities: Preference is given to those individuals who have a knowledge of curriculum development and materials relevant to the specific aide position; of behavior management and modification techniques.

   The ability to relate openly and warmly with children, to be positive in response to children, to work as a member of a team and to cooperate effectively with the other re-education staff; to be sensitive to the style of the teacher-counselor for whom he works and to foster his plans and intentions.

Dormitory Aide: The Dormitory Aide is supported by and responsible to the Team and is responsible for the overnight care and supervision of the children. The duties of this aide are as follows:

1. To be "on call" from 5:00 p.m. to 8:00 p.m.

2. To assist the NTC from 8:00 p.m. each evening until the children go to sleep. This includes supervising their activities during this period, and getting them ready to go to sleep.

3. To be responsible for the children throughout the evening and morning hours and to provide any assistance the children might need during this period. To be responsible for the health and safety of the children during this period.

4. To assist the children in getting up each morning, to wash, dress, and prepare for breakfast; to eat breakfast with the children and to escort them from breakfast to the classroom each morning; to communicate to the DTC each morning the moods and events of the group during the preceding evening and during the morning.

5. To act as an extension of the NTC during his presence or absence.

6. To take the major responsibility for an activity such as storytelling, singing, dramatics, etc.

7. To assist the NTC in helping the group to engage in creative or constructive activities, in planned programs of recreation, work, or study, and in rituals geared to the needs of the group.

8. To assist the NTC in preparing materials, and occasionally engaging in special tutorial assignments.

9. To interact with the children in a manner which is consistent with the curriculum devised for each child and which fosters the child's development toward the goals set for him by the Team.

10. To participate in regular meetings which are specifically designed for training in skill acquisition and behavior management techniques.

The qualifications for the Dormitory Aide are as follows:

1. Education and Experience: Presently engaged in a course of study at an accredited college or university. Preference is given to juniors and seniors studying in the area of education or special education. Preference is given to those who have had experience working with children and are aiming toward eventual placement as a teacher-counselor.

2. Knowledge and Abilities: Preference is given to those individuals who have a knowledge of behavior management and modification techniques; of the area of special education-emotional disturbance; of the use of the principals of group dynamics.

   Ability to relate openly and warmly with children, to respond positively to children, to work as a member of a team and to cooperate effectively with the other re-education staff, to be sensitive to the style of behavior of the NTC and to foster his plans and goals; to be sensitive to the child's behaviors and to communicate concern, understanding and interest, yet not require positive affectional responses in return.

SUPERVISORY PERSONNEL

The four staff members responsible for the supervision and administration of the Children's Center are the three supervisors and the principal. Rather than working directly with the children, these supervisory personnel work for them through the individuals they support. Their primary function is to assist the individuals they supervise to best serve the children: they function to give direction, guidance, consultation, and emotional and educational back-up support to the teacher-counselors and perform activities related to the over-all operation and administration of the Center. All supervisory personnel work from 8:00 a.m. to 5:00 p.m., Monday through Friday, except the Night Supervisor whose hours are from 5:00 p.m. to 9:00 p.m. on Sunday and 12:30 p.m. to 9:30 pm. Monday through Thursday. Below is a brief outline of the responsibilities of each of the supervisory personnel:

Curriculum Supervisor: Supported by the Principal, the Curriculum Supervisor is responsible for the supervision of the educational program of a Children's Re-Education Center with specific responsibility for assisting the Day and Specialty Teacher-Counselors. Below is an outline of the Curriculum Supervisor's duties:

1. To assist and assume the responsibility for the Specialty Teacher-Counselors and all Day Teacher-Counselors.

2. To serve as a resource person and to provide and maintain suitable curriculum materials for the ongoing educational program of the school.

3. To assist the Diagnostician in developing adequate evaluative techniques and resources.

4. To assume administrative responsibility for the Center in the absence and at the direction of the Principal.

5. In cooperation with the Principal to review and evaluate policies and to develop policies and procedures concerning the day program of the school.

6. To supervise and evaluate the performance of his staff and to be responsible for their employment and retention.

7. To prepare technical and confidential reports.

8. To provide in-service training.

9. To serve on the Admissions Committee.

10. To provide visitors with an orientation to the Re-Ed program -- its philosophy and goals -- and to the Children's Re-Education Center.

11. When necessary, to function as substitute teacher in the absence of a teacher-counselor.

12. To participate in all staff meetings.

The qualifications of the Curriculum Supervisor are as follows:

1. Education and Experience: Graduation from an accredited four-year college or univeristy; a Masters degree in Special Education or psychology; one year within the past five years of successful full-time employment in the area of special education. Preference is given to those individuals who have had experience in the public school classroom and as a teacher-counselor in a Children's Re-Education Center. Participation in a training program at a Children's Re-Education Center.

2. Knowledge and Abilities: Thorough knowledge of the area of education of emotionally disturbed children; of the fundamentals of school organization and administration; of modern educational theory as related to special education; of the methods and techniques of compiling and disseminating educational information for emotionally disturbed children; of curriculum design, development, methodology and materials as they relate to normal and special education; of learning disabilities and their remediation; of tests and testing procedures used to evaluate academic functioning and learning abilities.

   Ability to deal tactfully with the public and co-workers; to exercise good judgment in evaluating situations and making decisions; to express ideas clearly, concisely, and convincingly; to consult effectively with teachers and teacher-counselors; to translate the curricula of various educational systems into a coordinated program at Re-Ed.

Night Supervisor: Supported by the Principal, the Night Supervisor is responsible for the night-time supervision of a Children's Re-Education Center with the specific responsibility for coordinating the work of the evening and camping program of the school and assisting and being responsible for the Night Teacher-Counselors and the Dormitory Aides. Below is an outline of the duties of the Night Supervisor:

1. To assist and assume the responsibility for all Night Teacher-Counselors and Dormitory Aides.

2. To serve as a resource person for the staff and be available to assist the Dormitory Aides and NTCs in cases of emergency.

3. To be on call through the evening in case of emergency.

4. To be responsible for vehicles and to coordinate transportation of children on Sunday and Friday.

5. In cooperation with the Principal to review and evaluate policies and procedures concerning the night program of the school.

6. To prepare technical and confidential reports.

7. To serve on the Admissions Committee.

8. To participate in all staff meetings and in-service training programs.

9. To supervise and evaluate the performance of his staff and to be responsible for their employment and retention.

10. When necessary to function as a substitute teacher in the event of the absence of a Night Teacher-Counselor.

11. To work in concert with the Curriculum Supervisor to coordinate the night program with the day program.

The qualifications of the Night Supervisor are as follows:

1. Education and Experience: See Curriculum Supervisor.

2. Knowledge and Abilities: Thorough knowledge of the area of education of emotionally disturbed children; of the fundamentals of school organization and administration; of modern educational theory as related to special education; of curriculum materials, design, development as they relate to normal and special education; of the principles of behavior modification, behavior management, and group dynamics; of learning disabilities and their remediation; of available recreation and educational facilities in the local community; of first-aid procedures.

   Abilities: See Curriculum Supervisor.

Liaison Supervisor: Supported by the Principal, the Liaison Supervisor is responsible for the administration of the Liaison Department and providing support for all liaison teacher-counselors. Below is an outline of the duties of the Liaison

Supervisor:

1. To administer, direct, and coordinate all activities of the Liaison Department.

2. To assist and be responsible for all Liaison Teacher-Counselors in the performance of their duties.

3. To interpret the Re-Education Program's and the Re-Education School's purpose and objectives to the agencies and individuals within the geographical area served by the school.

4. To review and evaluate existing liaison policies, procedures, and work methods of the Liaison Department by means of periodic and special studies and to convey these to the Principal.

5. In cooperation with the Principal to review and evaluate policies and to develop policies and procedures concerning the liaison program at the Center.

6. To supervise and evaluate the performance of the liaison staff.

7. To prepare technical and confidential reports.

8. To provide in-service training.

9. To work with public school personnel and mental health professionals to establish a working rapport and an understanding of the goals and philosophy of the Re-Ed Program as it relates to emotionally disturbed children.

10. To assist and consult with community agencies and professionals in establishing services to help emotionally disturbed children and their families.

11. To be familiar with all existing resources in the local community and in the state that can be of benefit to emotionally disturbed children and to establish open lines of communication between these resources and the Re-Ed Center.

12. To serve on the Admissions Committee.

13. To handle all initial referral contacts and to screen such for possible suitability for the Re-Ed Center.

14. To provide and coordinate an orientation program for all visitors to the Center.

15. To act as substitute teacher in the absence of a teacher-counselor.

16. To participate in all staff meetings and in-service training.

The qualifications for the Liaison Supervisor are as follows:

1. Education and Experience: See Curriculum Supervisor. In addition, pref-

erence is given to those individuals who have had experience in community and family work.

2. Knowledge and Abilities: Thorough knowledge of the area of education of emotionally disturbed children; of the fundamentals of school organization and administration; of modern educational theory as related to special education, of the methods and techniques of compiling and disseminating educational information for emotionally disturbed children; of the organization and administration of local mental health facilities and public education facilities; of the existing community resources available for children in general and emotionally disturbed children in particular; of the Re-Ed Program's philosophy and goals, and of the Re-Ed school's organization, operation, administration, policies and procedures; of educational testing and the interpretation of the tests used by the Re-Ed center; of the principles of group dynamics.

   Abilities: See Curriculum Supervisor. In addition, the ability to translate and integrate educational and psychological materials.

Principal: Supported by the Coordinator of Elementary and Secondary Programs for the Tennessee Re-Education Program, the Principal is responsible for the administration of the Children's Re-Education Center. Below is an outline of the duties of the Principal:

1. To administer, direct, and coordinate all activities of the program of the Children's Re-Education Center.

2. To review and evaluate all existing educational policies, procedures, and work methods by means of periodic and special studies and to report them to the Director through the Coordinator of Elementary and Secondary Programs.

3. In cooperation with the Coordinator to develop policies and procedures for various activities in the Re-Education Program.

4. To prepare technical and confidential reports.

5. To prepare budgets; to supervise spending of funds and allocations.

6. To provide in-service training.

7. To plan and execute a public relations program with any and all agencies and individuals within the area served by the Center.

8. To cooperate with and encourage training programs with institutes of higher learning.

9. To provide emotional and educational back-up support for the staff of the Center.

The qualifications of the Principal are as follows:

1. Education and Experience: Graduation from an accredited four-year college or university; a Masters degree in special education, psychology or

education; three years within the past 10 years of successful full-time employment in the area of education, special education or psychology of which two years within the last five years must have been in the education of emotionally disturbed children of which one year must have been in a supervisory, consultative, or administrative capacity.

2. Knowledge and Abilities: See Curriculum Supervisor, Night Supervisor and Liaison Supervisor. In addition, the knowledge of the principles and practices of educational administration and supervision; of modern office practices, proceaures and equipment; of modern personnel practices, of budgeting and centralized purchasing procedures.

   Abilities: See Curriculum Supervisor. In addition, the ability to select, through interview, appropriate staff members, and the ability to provide supervision and assistance without interfering with the autonomy and the unique operating style of the supervisors and the teacher-counselors.

CONSULTANTS IN A RE-ED SCHOOL

From the inception of the Re-Ed program, consultation by highly trained professionals from various disciplines has been an extremely important part of the Re-Ed program. One of the original intentions of the program was to help solve the manpower shortage problem by using specially trained teachers who were backed up by a staff of part-time consultants. In this way, more effective use could be made of these highly trained professionals. Initially, these consultants played a valuable part in the formation and re-formation of aspects of the program, in helping to develop a program that made sound applications of educational, medical, psychiatric, and psychological knowledge. Consultation has continued to occupy an important role in the operation and administration of each Re-Ed school.

On the staff of each Re-Ed school are several part-time consultants; a psychologist, psychiatrist, and pediatrician. These consultants are available to the staff on a voluntary basis; that is, they are available at the request of staff members and function to give the staff suggestions and helpful information. The use of an inter-disciplinary staff of consultants is felt necessary to help them work with the children and to solve problems. Thus, the pediatrician is available for medical advice pertaining to the health of the children; the psychiatrist for advice concerning medication for emotional problems and internal dynamics of psychological functioning; the psychologist for advice on more behaviorally defined problems. Aside from the different areas of expertise from which they bring critical knowledge, these consultants are also important from the standpoint of their personalities, backgrounds, and interests. The consultants' experience and personalities need to complement each other as much as possible so that a wide background of individual talent is available to the staff. The consultants also function to give back-up emotional support, to mediate in internal staff problems, and as such must present a wide background of personal traits from which staff members can choose those individuals most suitable to their needs.

Thus, the three consultants function to:

a. provide personal counseling for the staff.

b. help the staff to utilize themselves better in their role with the children.

c. provide knowledge and ideas to help solve problems that arise with the children.

d. provide knowledge about aspects of the community that need to be known to help them work with the children and their families.

e. act as a resource person to provide any additional information which may be sought in the interest of working with the child and his family.

Both the pediatrician and the psychiatrist are on call 24 hours a day. In addition, both the psychiatrist and psychologist make routine scheduled visits to the center. Staff members sign up in advance to meet with the consultant(s) they feel will be most helpful in solving a pressing problem or problems.

All consultants may be called in to conduct various types of in-service training. In-service training sessions are held periodically at each school. These sessions may be as short as one hour or as long as a week. Often the consultants are brought into these sessions to discuss general issues and to provide general instructional information that may help the staff to function more effectively with the children and their families. Additional consultants from the community may also be called in to provide not only in-service training but to describe community programs and facilities, and/or to teach the staff about new materials, techniques, or procedures. In this way the staff is kept abreast of new developments to help them to do their best job.

WORKING WITH THE CHILD: THE CURRICULUM

Curriculum Defined

Curriculum in educational terminology is a pattern of planned experiences designed to teach the student according to his level and academic needs. Curriculum in Re-Ed has a similar meaning. However, the notion of curriculum is much broader and focuses upon the student's social and emotional needs as well as his academic needs. Since every minute in a child's life can be and often is an opportunity for him to learn, curriculum in Re-Ed is a "24-hour-a-day", five-days-a-week planned program of learning experiences. It consists of carefully planned situations for the purpose of providing the student with opportunities to learn. The opportunities for learning provided at Re-Ed vary for any given child depending upon his needs, his level of development, and his own unique situation.

Purpose of the Curriculum

The curriculum is one of the major means by which Re-Ed seeks to attack the problem of emotional disturbance. It is an educational program of planned learning experiences conducted by teacher-counselors for the purpose of enhancing a child's appropriate and competent behaviors. As stated in the introduction, an emotionally disturbed child is one who evidences a pattern of many incompetent and inappropriate behaviors. Re-Ed's conceptualization of the problem of emotional disturbance as being a behavior problem has led to the development of a curriculum which focuses upon behaviors. The curriculum is a two-fold program consisting of: (1) competence (skill) building, and (2) the development of more appropriate behaviors.

The purpose of the curriculum is not simply to change bad habits, to do away with behaviors which are objectionable to important people in the life of the child. The purpose is to help each unique child who comes to Re-Ed become better prepared to face his world, to function in it, and to cope with it. For some children this will require, in part, that he is taught things which he has not learned sufficiently or at all but which are critical pre-requisites for all future learning. For these children, certain kinds of learning have been skipped over or by-passed. The reasons for this "lag" may be that the child has specific

learning disabilities which have made it difficult for him to grasp things which other children his age easily learn, or the quality of his education thus far may have been so poor that he is far behind his peers. Thus, the curriculum for many children begins with remediation of skill behaviors (competencies) and social behaviors (appropriate behaviors).

The second aspect of the curriculum is designed to change behaviors which the child has learned that are inappropriate or incompetent. This, most often, is the core of the Re-Education Program and is the focus which can truly be called "re-education". The child's ecology has provided opportunities for the child to behave incompetently and inappropriately and has supported these behaviors once they were performed. The child has learned to behave incompetently and inappropriately. Thus, the second purpose of the curriculum is to re-teach the child, to re-educate him. The Re-Ed school provides opportunities for the child to behave competently and appropriately and supports these behaviors as they develop. Re-Ed does not simply wish to help a child unlearn objectionable behaviors, but its goal is to help the child learn behaviors which are competent and appropriate. If a productive behavior in a situation is made more rewarding than a non-productive behavior, re-education occurs.

No child is totally incompetent or inappropriate in all or even most situations. What a child cannot do bothers those around him. Emphasizing the weaknesses and deficits of the child at the expense of ignoring his strengths and the behaviors which are highly competent and appropriate can be very harmful to the child. A child who has failed repeatedly to meet the demands and expectations others have for him knows he is a failure. Little that he does meets with the approval of important people in his life. The child identifies himself as a failure. It is human that we linger over the frailities and follies of others and are so nearsighted as not to see their unique goodness. But this humanness is far from humane for we surely do no good for these individuals. Such is often the case with emotionally disturbed children. It is usually only a small portion of behavior that is objectionable. Unless the child is encouraged to continue to behave in those ways which are highly acceptable, a vicious cycle will foster the gradual disintegration of his positive behaviors. The child will lose any avenues he has back into the acceptance and grace of important people in his life. Therefore, a third aspect of the curriculum is that of enhancement. The curriculum provides opportunities for the child to continue to behave in a manner which meets with the demands and expectations of those around him. It is often through the strengths of the child that his weaknesses are attacked. Unless Re-Ed can build up the child's confidence in himself, his self-esteem, his feeling that he can do things right, the child can hardly be expected to try out new behaviors, and thus have the opportunity to receive support for behaving productively. A child who can run fast, play the guitar, assume responsibility for the group, do excellent work in math, fix a bicycle, etc. must receive continued support for these strengths. For these children who so thirst for praise and acceptance, every opportunity that presents itself to give them this acceptance must be seized upon and used to the maximum benefit of the child.

The children who come to Re-Ed generally stay about six months. It is an important six months in their lives because they are being given the opportunity to change in areas which have always been difficult for them. Yet, while the children are changing, they are also growing. Normal growth processes continue and the child develops new needs each hour, each day, each month. Thus, the curriculum must also meet the needs of these growing children by focusing on

normal development, by providing the children with opportunities to meet their growing needs. The fourth and last aspect of the curriculum is that of fostering the normal development of the child during the six months he is at Re-Ed.

Characteristics of the Curriculum

Individualized

The program planned for each child is geared to his own unique needs. It takes into account the specific deficits and weaknesses of the child as well as his strengths. It acknowledges in operational ways the child's conceptual level, his physical development, his perceptual skills and weaknesses, his age, sex, interests, and his behavioral as well as academic objectives. Re-Ed takes the child where he is and moves him as far as he can go toward healthy development during his stay. The length of stay depends upon his attaining goals which represent the minimal skills and appropriate behaviors required for maintenance in his natural ecology.

Structured

Structure refers to both the conditions under which the teacher-counselors provide learning experiences for the child and the demands and expectations they place on the child's behaviors. Rules and regulations are minimized but they are clearly defined and enforced; they are alterable but only by negotiation. The responses made to the child for productive or unproductive behaviors are consistent. The child is given tasks which he can perform competently and appropriately. All tasks are structured in such a way that the child can find success in each task. The daily routine follows a structured format. While the program is clearly defined, there is flexibility in the curriculum. However, such flexibility is also clearly defined and the children know under what conditions the curriculum can be modified. Structure is important to these children who lack the internal structure to monitor their own behavior; who have experienced a world which to them is largely chaotic, unstructured, and whimsical; children who need the direction, limits and guidance afforded by situations which have predictable outcomes. With structure comes the freedom to behave; an understanding of what is allowed, what will bring satisfying consequences, what will happen as a result of one's own behaviors.

Relevant

What is taught must be functional to the child. Each day the curriculum provides experiences which will give the child opportunities to apply concepts, to utilize skills, or to engage in new behaviors he has learned. The curriculum includes as many real life situations as possible which can be the springboard to teach such things as concepts, fractions, spelling, planning, etc., and to develop perceptual, motor, language, and cognitive skills which are prerequisites to learning.

Learning is a tool to cope with life. For a child who learns because it will help him to cope with life, to manipulate it, to bring satisfaction to him, learning is a hunger and not a chore. So, the curriculum in the Re-Ed school provides as many real life situations as possible which reinforce the things the

child has learned by giving him an opportunity to use his knowledge, to see the relationship between what he learns and what he can do with it. Real situations may be planning and running a library, organizing a trip, making a cake, "playing" the stock market. Each of these activities gives the child an opportunity to put into practice the things he has learned in the classroom. With relevance comes motivation. If this relevance can be demonstrated to the child while he is in the Re-Ed school, it will remain a source of motivation to learn long after he leaves.

Flexible

Whenever possible, the real world is used as a teaching tool. The curriculum is flexible enough to allow the teacher-counselor to pursue whatever interests may emerge from any given activity, to take any natural occurrence which can be a learning experience and which has the interest, excitement, and enthusiasm of the children, and to use it as a vehicle to teach them. A cloudy day can be the springboard to have the children learn about the different types of clouds and how they are formed. Leaves falling from the trees can be a springboard to have the children study the types of trees, formation of leaves or why leaves fall from trees in autumn. Natural occurrences which happen at any time can be extremely valuable learning springboards. To take advantage of these situations, the curriculum is flexible enough to divert from the normal routine and to pursue any activities which has high learning potential for as long as the children are motivated and learning can occur.

Reinforcing

One of the most critical aspects of the curriculum is that it must be reinforcing to the child. A behavior is learned and performed when the consequences of that behavior are rewarding to the child. The reward may be in the form of social approval (smile, pat on the head), tokens (checkmark, grade of "A", gold star), something tangible (toys, edibles), or the opportunity to do something which the child likes (play, go on a group trip, be alone, work on a project). The consequences of productive behaviors must be reinforcing to the child. What makes one child happy and satisfies him may not make another child happy. Reward must be individually determined for each child. To some children, edibles such as candy are much more reinforcing than social approval. The child's own unique needs and desires are what determine the reward value of something. While non-social reinforcers may be most effective initially, Re-Ed attempts to bring the child to a level where social reinforcement and self-reinforcement are of primary motivating value since this is the reward-structure which normally exists in the child's real world.

Behavior modification and principles of reinforcement are an important part of the curriculum. They are used in the curriculum in the following manner:

1. Desired behaviors are reinforced (rewarded).
2. Undesirable behaviors are ignored.
3. Disruptive behaviors are punished: examples of punishment are: disapproving look, verbal negative, time-out from reinforcement, deprivation of activities, separation from the group.

Reward is direct and immediate. Reinforcement is effective, in most cases, only for the behavior which immediately preceded the reinforcement. If time is allowed to lapse between the time the child exhibits a behavior and the time he receives reinforcement, a whole host of other behaviors will occur in between. When the reinforcement does come, it will be reinforcing a different behavior than was intended. Thus, an important part of the curriculum is that it includes direct and immediate feedback and evaluation. Immediate teacher response, individualized instruction, programmed instruction materials, and teaching machines are used to provide immediate feedback to help the children monitor their own behavior and to reinforce competent and appropriate behaviors.

Continually Revised

The curriculum continually acknowledges the growing, developing and changing needs of the child. As the child grows, as old behaviors are replaced with new ones, the curriculum must be re-evaluated, modified and revised. Throughout the course of the child's stay at Re-Ed the child's situation is discussed through formal and informal meetings. The child's needs are re-examined and the curriculum for him is critically inspected to see where new programs need to be devised, where old programs should be modified. The more the teacher-counselors work with the child, get a feel for him, and understand his behaviors, the better they can design a program for him appropriate to his particular needs. In some respect, re-evaluation involves monitoring of the initial plans and programs designed for the child to make sure that the critical behaviors in need of change are in fact being changed or have been changed.

Has Continuity with the Ecology

The curriculum designed for each child is geared to helping him meet and cope with the demands and expectations that exist in his ecology. Re-Ed's aim is to get the child to fit into the public school to which he will return (or enter) once he leaves Re-Ed, the community in which he lives, and his family. The curriculum must be geared to help the child face the situation as found in his own unique ecology. Since that ecology is often changing, so too must the curriculum change to keep pace with the changes taking place there.

From yet another standpoint, the curriculum must have continuity with the ecology. So as not to sever the relationship a child has with his ecology, each child is sent home on the weekends. It is very important that the child's weekend experiences are, as much as possible, planned and supportive of the work done at the Re-Ed school. Often a child will go home for the weekends with a goal sheet which outlines the behaviors which he is to pay particular attention to on the weekend. These goals are discussed with the parents by the Liaison Teacher-Counselor, and the parents are taught effective ways to respond to the child if he meets or fails to meet these goals. The parents are also given a behavior diary which is sent home with the child. The parents are encouraged to write down the child's behaviors on the weekend, sign the report, and to send it back with the child. The weekend home visit is a very important aspect of the program since it gives the child an opportunity to try out and receive support for competent and appropriate behavior. Thus, the curriculum must be carefully planned and extended to the weekend visits to allow the child opportunities to engage in and receive support for productive behaviors.

Group Process in the Curriculum

While the curriculum for each child is individually tailored for his needs, it is implemented through the group setting. Children in a Re-Ed school live, work, play, study, eat and sleep together in small groups (8-12 members). The use of the group is not merely for economic reasons but is a basic component of the Re-Education Program. The natural milieu of the child when he leaves Re-Ed is group centered -- his school life, his peer relationships, his role as family member -- and demands group behavior skills. Give and take, fair play, responsibility for others, cooperation, leadership, respect for group rules, etc. are all important qualities a child must learn in order to cope adequately with a world which is largely group-centered. With close and constant group living under careful supervision from adult teacher-counselors, the children are provided with the opportunity to engage in group activities and to develop these group behavior social skills.

In addition to helping develop social skills, the group can be a powerful source of reinforcement and support for the child and thus an effective instrument for helping him change his behaviors. Close group living creates close ties with the group and individual group members; friendships develop, the group becomes a means for the child to engage in play activities, go on outings, receive approval and acceptance for his behaviors from peers. Once the group has such reward value for the child, exclusion from the group, social pressure from group members, verbal statements from other group members about the child's behaviors, etc. all become powerful sources of influence on the child's behaviors.

A very important facet of group process in the curriculum is the "pow-wow". Often, at the end of each day (usually just prior to bedtime), the children convene for a pow-wow. This is a group meeting of the children usually led by the Night Teacher-Counselor. The meeting can be given varying degrees of structure and be as short as 10 minutes or last as long as two hours depending upon the group, the day, the needs of the children, etc. The pow-wow usually follows a routine or "ritual", in which the following opportunities are generally provided:

1) An opportunity for each child to receive positive feedback from the other children. One at a time the children are discussed with each child in the group saying something good about that child based upon the day's happenings. Once each child has said something good about that one child, the group chooses another child to talk about and the ritual continues until each child has been discussed and each group member has said something positive about each of the group members.

2) An opportunity for each child to evaluate his own behaviors in terms of the goals which he has set for his own behavior. Early in the week, each child, with the approval of the other group members and the teacher-counselor, sets goals for himself which he hopes to accomplish during the week. These goals reflect the behaviors which the child needs to change, usually those which bother the other group members, the teacher-counselors and/or the significant individuals in the child's ecology. Each night at the pow-wow, the child reflects upon how well he has accomplished these goals and tells the group members how well he feels he has or has not met the goals which he himself set.

3) An opportunity for the group to evaluate the child's behaviors in terms of his goals. Once each child states how well he feels he has accomplished his goals, the other group members state their opinions, either supporting the child's opinion or disagreeing with it and telling the child why they agree or disagree.

4) An opportunity for the children to "gripe" about the things that happened to them during the day. The children may gripe about aspects of the program and/or the school. Most often they gripe about the way other people have been reacting to them or behaving around them. They may object to the way the teacher-counselor treated them during one situation during the day or they may object to another group member's behavior during the day. Usually an established part of the ritual is to limit the gripe sessions as much as possible since the children could probably talk for hours about what they didn't like during the day. To make their comments as relevant as possible, there is usually some type of reward (e.g. snack) if the children complete their gripes within a short period of time (e.g. no longer than 6 minutes for the total gripe session).

5) The opportunity to set new goals if old goals were achieved. If the teacher-counselor and the group all feel that a child has accomplished the goals which were set at an earlier pow-wow, the child has an opportunity to set new goals at this meeting.

The evaluation meeting is one of three types of meetings in which the whole group participates. The other two types of meetings are the planning and the problem-solving meeting. As in the evaluation meeting, each of these two meetings follows a routine format or "ritual." The ritual helps to structure these meetings and provide the children with a predictable sequence of activities and a predictable and clearly defined set of behavioral expectations.

The planning meeting is usually held both on a predictable schedule and as a need may arise to engage the group in planning some group activity. Within the flexible structure of the daily and weekly schedule, the children have the opportunity to plan for certain activities, such as group outings, free time activities, enterprise units, or group projects. The planning meeting provides the group members with an opportunity to work together as a group, to delegate and assume responsibilities for the group, and to plan for their own learning and enjoyment.

The problem-solving meeting can be called at any time a problem arises which affects group functioning. Within the group setting of most groups at Re-Ed, all problems, including individual problems, are defined as a group problem. Examples of group problems are: off-task behavior by one or several group members, fighting, cursing, bullying, cheating, etc. For the older groups in a Children's Center, the responsibility for defining a group problem and calling a problem-solving meeting may be left up to the group. With the younger groups, the teacher-counselor often plays a more direct role in defining a group problem and calling a problem-solving meeting. Problem-solving meetings are called "on the spot" as soon as a problem has been defined. Such meetings give the children in the group an opportunity for immediate feedback, to evaluate situations, and to discuss and evaluate behaviors.

The ritual of these three types of meetings causes the children to think about their behavior and the behavior of others throughout the day, and to receive

feedback and support from their peers and the adult teacher-counselors. The meetings provide them with opportunities to discuss real-life situations in which they are highly involved, to get an understanding of the give and take of social relationships and the behaviors which are or are not functional in social situations. They are also helpful in teaching them principles and rules for successful group living.

Curriculum Development

Curriculum development is a team responsibility. Prior to or shortly after a child is enrolled in a Re-Ed school, the three team members responsible for the child meet during one of the regularly scheduled team meetings to design a curriculum tailored for each child. There are three steps involved in curriculum development: assessing the child, goal setting, and program development.

Assessing the Child

The initial step involved in curriculum development is to review and evaluate all the information available on the child. At the time of this meeting, this information usually consists of the following:

a. Social history
b. Intelligence test scores
c. Application filled out by parents
d. School, Agency, and Parent questionnaires
e. Home, School, and Agency interview information
f. Diagnostic testing report
g. Observation of the child in the Re-Ed school.

The three team members evaluate the above information and determine the child's major strengths and weaknesses in the following three areas: academic, physical, and social development. The child's weaknesses in the three areas will be those things which the Team has identified as needing change or remediation. The major focus of the individual change program for each child is upon the specific behavior or cluster of behaviors which bothered people most and resulted in the child's referral to the Re-Ed school. Although this is the major focus, there is a "total push" effort to make as many modifications in the child's total being as will be possible in the brief period of time that the child is in the school. The child's strengths in the three areas consist of those things which the child does well and includes those things in which he is highly interested. The determination of the child's strengths is most important in developing the curriculum. By emphasizing the child's strengths, the curriculum helps to develop confidence in the child through successful experiences and gradually gives him the freedom to explore new areas of learning previously fraught with failure. The child, once secure in his abilities, in what he can do, can slowly venture to try out new behaviors, to attempt those things he has thus far been unable to do, and which have left him overwhelmingly defeated.

Goal-Setting

The next step in curriculum development is to establish goals for the child which reflect the changes needed in his behavior for him to successfully function and cope in his home, school, and community.

Program Development

The final step in curriculum development involves establishing a program for the child which will bring about progress toward the goals outlined for him. The program consists of various techniques or strategies and involves the following components:

1. Expectations: expectations are clearly defined for the child's behaviors in the areas of academic, social, and physical development.

2. Contingencies: consequences for all behaviors which meet these expectations are established; reward is made contingent upon meeting the expectations of the teacher-counselors; behaviors which fail to meet these expectations are ignored. Punishment is used very infrequently and only as a "last resort".

3. Nature and Structure of Tasks: simple and gradually more complex tasks are presented to the child which are structured in such a way that successful mastery of the tasks results; complex tasks are broken down into easily attainable steps; tasks are individually determined for each child depending upon his needs and his then present level; tasks are presented to the child slightly below his then present level and the child is slowly moved through more demanding tasks.

Curriculum Implementation

The curriculum is implemented by all those teacher-counselors and staff members who interact with the child. The DTC and NTC and their aides are primarily responsible for carrying out the curriculum; however, through specialty team meetings and written memos sent to all specialty teacher-counselors, the curriculum for each child is conveyed to all those who work with him and a coordinated effort is established to insure that the curriculum is consistently carried out, that all who work with the child are fully aware of his goals and the program devised by the Team to achieve these goals. In this manner, the curriculum is implemented not only in the classroom but during every waking minute the child is at Re-Ed.

Curriculum Revisions

The curriculum for each child is not static; it changes as the child changes, as new needs are developed and goals are attained. Occasionally initial strategies prove ineffective and consideration must be given to new ways of accomplishing the goals set for the child. More often, as the child grows and matures at Re-Ed, new needs develop as old needs are satisfied. Periodic re-assessment and re-evaluation of the child's progress are made through regular and specialty team meetings. During these meetings the Team evaluates new information they have about the child and devises new curricula for him which is communicated to all those working with him. Curriculum revisions are made as the need indicates. For every child, routine re-assessments are made throughout the course of his stay at Re-Ed.

WORKING WITH THE ECOLOGY

Central to the Re-Ed philosophy is the idea that the child does not exist in a vacuum; that he is the priduct of his interactions with and between the various significant individuals in his environment. A child's feelings, thoughts, and behaviors develop through his interaction with the environment around him. This environment is largely a social environment, a social system composed of the child's family, school, and community. The "ecology" is the term used by Re-Ed to portray the sum of interactions an individual has with all of the individuals that touch upon his life.

Upon a child's referral, Re-Ed becomes a part of the child's ecology. It becomes so through the interactions which the child and his family have with the Re-Ed school's staff and the other children enrolled in the school. The Re-Ed school can be described as an intervention social system which seeks through planned interactions to help the child change and modify his behaviors. In many respects, the Re-Ed school does what the other components of the child's ecology had previously done and are still doing; it modifies and influences the child's behavior through interaction with him. As an intervention system, Re-Ed becomes a temporary, artificial component of the child's ecology -- just long enough to effect a significant change in the child and the significant individuals in his ecology -- and then withdraws. Unlike most intervention systems (psychotherapy, correctional programs, vocational rehabilitation), Re-Ed feels that change in the child alone is not sufficient to produce lasting change. What is often necessary is a change in the total ecological system so that interactions of the child with all components of his ecology are occurring in a manner which supports competent and appropriate ways of behaving. Thus, the Re-Ed Program is a two-fold effort: (1) to change the child's behaviors so that they are more in line with the expectations of significant individuals in his ecology, and (2) to work closely with the child's ecology to effect a significant change in it such that it supports and continues to support the child.

In working with the ecology it is not the aim of the Re-Ed school to provide services which already exist in the community. Nor is there an attempt to "run

the show." The efforts of the Re-Ed school in working with the ecology mobilize existing resources in the home, school and community in the interest of the child and his family; Re-Ed works with individuals and agencies within the ecology to help them help the child and his family.

The Liaison Teacher-Counselor in the Re-Ed school bears the prime responsibility for working with the child's ecology. In general, the LTC functions to establish and maintain active concern, interest, and commitment of those persons in the child's ecology who can help to foster his maximum development and the realization of his potential, that is, to insure ecological support. To get this support the LTC functions as an advocate for the child, presenting him to those in his ecology who can establish an environment in which he can grow and mature in a healthy manner. To activate this support, the LTC functions as a "catalytic" agent in the ecology to mobilize its resources. To maintain this support, the LTC facilitates communication by providing vehicles for the free flow of information between the program and significant individuals in the ecology.

Below is an outline of the functions which the LTC performs in an effort to insure such "ecological support."

Assessing the Ecology

At the time the Team meets to assess the child it also assesses the child's ecology. Assessing the ecology involves determining:

1. Who in the child's present ecology are "significant" contributors to the child's behaviors such that they strongly influence the way he behaves?

2. How are these significant individuals supporting these behaviors (expectations, rewards, etc.)?

3. What resources capable of influencing productive behaviors (family, school, community agencies, Boys Club, Boys Scout, etc.) currently exist in the child's community which can be aligned with the needs of the child and made part of his ecology.

Goal Setting

As goals are set for the child within the Re-Ed school, the LTC, in conjunction with the other team members, establishes goals for the child's ecology. Goal setting involves making a list of objectives which the Re-Ed school wishes to accomplish through the LTC and which are in line with helping the ecology to provide support for the child during and after his stay at Re-Ed.

Program Development

The LTC, in conjunction with the other team members, establishes a program to accomplish the goals which the Team has outlined for the ecology. The program reflects specific and detailed suggestions as to the types of things which the LTC can do to accomplish these goals. Examples of these suggested activities

are:

1. Enroll the parents in a child management course in Adult Education.
2. Contact the Boy Scouts to arrange for the child to become a member.
3. Work with the referring agency in providing counseling for a member of the child's family.
4. Find a suitable school placement for the child upon his discharge from the Re-Ed school.
5. Encourage the parents to attend Parent Education classes at Re-Ed.
6. Contact the welfare agency to determine if the parents are eligible for welfare benefits.

Mobilize Support

Mobilizing support is the first step in implementing the program designed to work with the child's ecology. It involves obtaining the cooperation and support of all those individuals and organizations identified as capable of providing productive interactions and getting them to work with the Re-Ed school in the interest of the child and his family. If supportive resources have been identified but do not exist in the community, the LTC may be instrumental in creating those resources which would be beneficial not only to the child and his family but to the community as well. Mobilizing support is an effort to insure that the child's developing competent and appropriate behaviors are supported and maintained during the weekends when he visits with his family and after his discharge from the Re-Ed school.

Coordinate Support

Harnessing the existing services in the community and the resources in the child's ecology in the best interest of the child and in the most effective and efficient manner requires that the LTC coordinate the efforts of all those working for the child and his family. Coordinating support is necessary to insure that these efforts are tied together in such a way that maximum utilization of these resources occurs with a minimum of duplication of effort. Coordinating support is an aspect of the communications function and involves communicating three types of information:

1. Intercommunication: letting each individual and agency involved know what the other is doing.

2. Feedback Information: letting each individual and agency know how well their efforts are accomplishing the goals which the team has set for the child and his ecology.

3. Change Information: letting each individual and agency involved know about any changes that occur in the child or family situation as soon as such changes occur.

Communication

It is the responsibility of the LTC to establish vehicles for the free flow

of information:

1. Within the Re-Ed Center to all those staff members working with the child to provide them with the following information:

    a. curriculum plans.
    b. progress of the child.
    c. changes in the ecology.
    d. feedback.

2. Between the Re-Ed Center and the Ecology in a two-way communications network so that the following information is communicated:

    a. progress of the child and his ecology toward the goals set by the team.
    b. changes that have occurred with the child and his family.
    c. feedback as to the effectiveness of each one's efforts.

3. Between the Individuals in the Ecology Working for the Child and His Family to communicate the following:

    a. the programs and activities of each one.
    b. the effectiveness of each one's activities and programs.

A communications network such as the above helps to facilitate effective planning, teaching, and a coordinated program in which all parties involved in the re-education process are fully aware of the child's situation at all times. Communication takes place through the following means:

1. Personal visits.
2. Specialty, team and informal meetings.
3. Telephone contacts.
4. Written communications (letters and memos).

Consultation

Consultation services by the LTC are provided to the following:

1. Parents of the child.
2. Significant individuals in the ecology working on the behalf of the child and his family (school, referring agency, community agencies, etc.).

Consultation services are provided mainly for the purpose of solving problems or providing information which would help the significant individuals function more effectively.

Parent Education

Parent education classes are conducted by the Team generally on a weekly basis. These classes are provided for the parents of the children enrolled at

the Re-Ed school. These classes provide the following:

1. An opportunity for the parents to discuss with the Team the progress of their child.
2. Structured lessons on a general scope that will help teach the parents more effective ways of interacting with their children.
3. An opportunity for the Team and the parents to exchange information.
4. An opportunity for the Team to interact with the parents on a casual basis and establish better rapport.
5. An opportunity for the parents to express their feelings and receive support from the other parents who have in common the fact that their child is enrolled in the Re-Ed school.

Crisis Intervention

During and after a child's enrollment in Re-Ed, crises situations often occur in the child's ecology which require immediate kinds of services to quickly restore productive functioning. These crises may involve the child's interaction with his family, with the school, with legal authorities or with other significant individuals in the ecology. Or they may be situations which do not directly occur to the child, such as serious illness in the child's family, the father's losing his job, the younger brother's running away from home, etc. When any situation arises which critically threatens the smooth functioning of the child's ecology, the LTC is available to step in with any service felt necessary to help restore productive functioning. These services may consist of consultation, mobilization of resources, communication, or any liaison activity that might be helpful. Such services are not only provided for the child and his family on the weekends, but after the child is discharged from the Re-Ed school. Crisis intervention following enrollment is an effort to maintain the child within his natural ecology without having to resort to re-institutionalization.

Transition Planning

In order to help the child make his transition from the Re-Ed school back into his natural ecology on a full-time basis as smooth as possible, the LTC plans whatever transition procedures are necessary. Transition procedures aim at fully preparing the child's family, school, and community to receive the child and at fully preparing the child to cope and function successfully in his natural setting. In some respects, the whole re-education process is inherent in transition planning as described above. Transition planning is merely the last stage in this process which helps the child and his family bridge the gap between a five-day-a-week residential school to a full-time status in his natural home, school, and community setting.

Follow-Up

The Re-Ed school does not discharge its responsibilities on the day the child leaves the Re-Ed school. Rather it continues to be actively interested and involved in the child and his family through the follow-up services provided by the LTC. Through periodic contacts with the child's family, school, and other significant individuals in his ecology, the LTC checks up on the progress of the

child and his family, the success of his school placement, the changes that have occurred, etc., and when necessary provides any additional services necessary to insure that the child is maintained within his natural ecology and that his progress, as well as the progress of his family, is sustained. Follow-up services continue for as long as necessary.

THE CAMPING PROGRAM

From the early spring to late fall groups of children in the different Re-Ed schools take off for overnight, weekend, week-long, or longer periods of camping.

The purpose of the camping program at Re-Ed is to provide critical learning experiences which cannot be duplicated in an urban setting. The overall goals in camp are the same as those in town -- to enable a child to develop more appropriate and competent behaviors. The biases are the same -- toward learning, toward natural growth processes and the passage of time as mediators of adjustment, and toward improvement of the total ecological system of which the child is a part. Most specifically for the child the objective at camp, just as at school, is learning how to learn.

A primary characteristic of a Re-Ed camping program is the emphasis on a simple environment -- one in which a child can see direct cause and effect, in which the child can manipulate and control his environment, in which he can learn through experience that his behavior has an effect on what happens to him. Life in a complex, urban setting offers few of these opportunities. Light and heat are somehow furnished by electric wires and thermostats. If a roof leaks or the faucet does not function, a carpenter or plumber somehow "fixes" it.

The child, in effect, has few opportunities in the urban setting to control his environment -- to have the feeling that what happens to him is indeed a function of what he does.

To a child whose life has been full of failure, who hesitates to engage in activities because of his feeling that he cannot control his environment, a camping experience can provide an opportunity to see himself in a new context -- as a competent individual.

Early in the history of the project a suggestion came forth that the children at Re-Ed should attend summer camp so as not to feel punished by being required to attend school while other children were on vacation. As a result of this suggestion two major sources of influence entered into the early development of

the Re-Ed camping mode. One of these sources was the work of Campbell Loughmiller at Camp Woodland Springs in Dallas, Texas, and the other was the Peace Corps training program patterned after the Outward Bound Schools of England.

From Campbell Loughmiller's program came emphasis on the naturalized learning experiences encountered in small groups living under primitive conditions; and from the Peace Corps came evidence that rugged, physically challenging outdoor experiences produce self-confidence that generalized to other areas of endeavor. In combination these two influences pointed toward a philosophy of camping that made for maximal interaction with a natural primitive environment, a small group of peers, and skilled competent adult leadership. Thus, one new element -- the primitive camp -- was added to the basic matrix of the Re-Ed Program.

Every effort is made to preserve the essential aspects of primitive decentralized camping. Each group occupies and maintains its own self-selected campsite. Each group has its own tents, cooking utensils, and other equipment necessary for self-contained living. And each group has the responsibility for planning and carrying out activities related to its own basic welfare. The camping program thus centers around health and safety, food, shelter, and the concomitant needs for learning and recreation (mental and physical stimulation).

Re-Ed's experience in camping has extended its vision and its commitment to include the broader biotic environment of living and life-supporting things. Re-Ed believes that a conservation-oriented interaction with the land -- meaning all things on, over, or in the earth -- is a humanity-wide necessity; that the unimpaired regenerative capacity of the land has not only educational, recreational, and aesthetic value, but survival value. And so the camping program demonstrates respect and protection of the land, and teaches the child to do the same.

Within the broad context of goals, biases, people, procedures, and philosophies Re-Ed has formulated a hierarchical set of commitments in camping. First, is the commitment to the basic health and safety of each child in camp. The second is to adequate food and shelter; third, to the basic preservation of the physical environment; and fourth, to the specific remediation of those deficits for which each child was referred to Re-Ed.

These priorities serve mainly as attentional and behavioral guidelines for the staff. The conditions that might call for action in one category are by no means mutually exclusive of other categories. For example, included in the simple task of erecting a tent (shelter category) are elements pertaining to health and safety, to preserving the environment, and to specific academic and social learning.

The major problem for a teacher, once he knows <u>what</u> he wants to teach, is the productive management of stimulus events, response events, and reinforcing or punishing events. His task increases with the proportion of these events that require his direct management. The teacher confined to a traditional classroom is constantly bound to rely on stimuli or low or unreliable discriminability -- such as pictures, symbols, and words. Likewise, the majority of responses he is trying to shape or elicit involve little, if any, intrinsic reinforcement for a child -- such as writing, reading, or answering questions. And finally he must rely, for the most part, on rather shaky secondary reinforcers -- such as grades.

In contrast, the teacher at camp deals largely with multi-sensory, highly discriminable stimuli--such as trees, spiders, axes, and rivers. Many of the responses he teaches involve self-reinforcing, gross motor movements -- such as swinging an axe, paddling a canoe, swimming, climbing, etc. And perhaps most significantly he deals with a wide array of primary reinforcers -- food and water, physical comfort, rest, body temperature, perceptual motor, and cognitive stimulation. Furthermore, the fluctuation of need states (hunger, thirst, temperature, fatigue, etc.) occurs naturally and requires little or no management.

The teacher in camp has a much easier time in moving from concrete to conceptual operations in learning, simply because he is teaching in a concrete multi-sensory setting and has time to stop and discuss when interest is at its peak. Also, he can utilize a multitude of natural activities in programming individually for children at different developmental levels.

Another major resource for the teacher which gains importance at camp is the group itself. Increased cohesiveness -- and hence increased mutual influence -- is a natural result of the team work and democratic procedures which characterize camp living. The influence of the teacher, functioning as the group leader, increases as he acquires modeling and reinforcement value. Thus, the group becomes an invaluable change agent in the social learning of each child.

It is when the problems of learning disability and non-adaptive social behavior are added to the learning situation that the unique qualities of the camp begin to stand out even more boldly. The children at Re-Ed are characterized by low tolerance for ambiguity, broad discrepancies in age and developmental levels, hyper- and hypo- activity, inadequate communication skills, inappropriate social behavior, and any number of other specific deficits in behavior.

For these children and their teacher-counselors, camp affords maximal flexibility in time, space, content resources, and natural contingencies under "real life" conditions of minimal physical and social complexity.